**Program: International Student Program**

**Division: Enrollment Services**

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*Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.*

*Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.*

*Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.*

*Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.*

*Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.*

*Instructions:*

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by ____.*

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**Part One: Program Snapshot**

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Beginning Fall 2014, the International Student Program (ISP) began enforcing the English Language Proficiency requirement due to pending Student and Exchange Visitor Program (SEVP) mandates. Based on the new language proficiency requirement, lower level ESL students are no longer admissible to the College. This had a tremendous impact on the program. As a result, the program developed a 3-Year Plan to rebrand the program, to recruit higher language proficient international students and to increase the number of international students attending Las Positas College.

**B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?**

1. Although it is not reflected in the prior Program Review Planning Update, the major focus of ISP was to rebrand the program and to increase international student enrollment and revenue while maintaining the College's reputation as an institution of integrity, exemplary support services and high quality education. To this end, the program accomplished the following:
   - Created a dedicated email address for program lpcglobal@laspositascollege.edu
   - Convened two focus groups to determine why international students choose LPC
   - Developed program marketing and promotional materials specific to international student recruitment
   - Researched and proposed recruitment partnerships
   - Developed Agent Questionnaire
   - Proposed Agent compensation model
   - Developed Agent Contract (pending approval)
   - Updated/enhanced program website
   - Created student educational goal completion tracking system to (eventually) publicize data on ISP website, social media and printed marketing materials
   - Developed tracking sheet to cross reference stated application goal, SEP and exit data to determine goal completion
   - Developed/fostered relationships with Area High Schools who admit F-1 non-immigrant student

2. In fall 2015, ISP developed a student mentoring program—the Global Ambassador Program (GAP)—to support students in their transition to the College and local community. Twenty-one new students signed up as mentees and 12 continuing students were chosen to be mentors.  The program will develop an SAO to assess the success of the GAP program.

**C. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

1. Lack of affordable housing options and housing referral system.
2. Need for priority registration.
3. Neighboring community colleges with language programs and established international market presence.
4. Limited public transportation.
5. Local community colleges have established relationships with international recruiting agents—our challenge is to "get into the game of recruitment" to capture our market share.
6. Monetary investment by the College.

**D. What are your most important plans (either new or continuing) for next year?**

1. The program will continue to focus on marketing strategies to increase international student enrollments by implementing next-steps of the 3-Year Plan.
2. ISP will advocate for priority registration for international students to ensure students are able to register into appropriate classes to meet their educational objectives and maintain their lawful immigration status.
3. The program will continue to enhance follow-up systems to support at-risk students.
4. The program intends to develop workshops to support students during their transition to the College and to address topics specific to international student success.
5. The program will concentrate on providing students with monthly opportunities to build communities and strengthen their connection to the College.

6. Expand GAP to include domestic students as mentors.

**E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.**

*Planning Priorities for 2015-16*
- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Yes. Supporting at-risk students aligns with the planning priority to support student success through expanded tutoring services. For example, students with unsatisfactory mid-term progress reports will be referred to the Tutorial Center for additional help.

Plans to develop workshops, provide students with monthly opportunities to build communities and expansion of the Global Ambassador Program (GAP) will be used to develop new, meaningful program SAOs.

**F. Instructional programs: Did your program meet its program-set standard for successful course completion? _____yes  _____no**

**(This data can be found here: http://goo.gl/y9ZBmt)**

**If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.**

N/A

**G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?**

Currently, 100% of continuing students have completed the 3 core requirements for registration in Group 07. This is a direct result of program staff communication and monitoring. As a result, International students are able to enroll in Group 07.

New students benefit from the 3-day Orientation which continues to evolve based upon student feedback and staff reflection.

The Global Ambassador Program has enabled ISP to:

- Build upon the connection initially established during the New International Student Orientation and to provide further support and guidance as new students are transitioning to their new environment at Las Positas College and in the U.S.A.  This program uses student mentors to "fill the gap" of the different areas of support to students.

- Provide more opportunities for our International students to meet and increase their awareness of programs and services. The program creates an even stronger community among our International Students, and broadens cross cultural understanding amongst students from different countries.
- Provide a peer support system that fosters an international student community of sharing to help our new international students with social and cultural adjustments.
- Provide valuable leadership experience for our current students.

## Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

**A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

**SAO #3 — Students will complete matriculation components to ensure earliest possible registration date.**
With the implementation of 3SP, the Program elected to 'back-burner' the quest for priority registration and focus on ensuring international students completed the 3 core requirements (orientation, assessment and SEP) in order to be included in Priority Group 07 for registration purposes. Program staff communicated with the students via email, in person and in various meetings to stress the importance of completing the 3 core requirements. Staff monitored individual student accounts and continue to follow-up with students who were missing one or more requirements.  This initial 'push' resulted in the vast majority (95%) of students completing matriculations components prior to the start of the Fall 2014 registration cycle. Priority Group 07 eligibility numbers are as follows:
- Fall 2014 – 94.95% of continuing students
- Spring 2015 – 97.91% of continuing students
- Fall 2015 – 100% of continuing students

Staff will continue to monitor completion of the 3 core requirements, however, the focus will shift to obtaining priority registration for international students.

**B. Discuss assessment results that indicate a need for improvement.**

**SAO #3 — Students will complete matriculation components to ensure earliest possible registration date.**
Priority registration was identified as an SAO for AY 2014-2015 in the most recent Program Review. At that time it was noted that 93% of continuing international students enrolled in classes as soon as they were eligible to register. Even so, international students reported having difficulty enrolling in necessary and appropriate classes to maintain their F-1 student status and further their educational goals.

Currently, completion of the 3SP requirements enables international students to enroll in the first group of continuing students, however, students continue to have difficulty obtaining appropriate courses. Students are now entering LPC with demonstrated language proficiency and need academic classes (as opposed to English as a Second Language).

In addition, priority registration would become an important recruitment tool that would enhance our ability to attract the market we are trying to build.  For example, international students interested in STEM majors would begin to see LPC as a viable option.  Students would view the College as providing an opportunity to enroll in high-demand courses and in appropriate courses for their major.  Our goal is to respond to the international student's "time investment" expectation which is to move through the academic pipeline as quickly as possible.

**C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

**Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.**

In the upcoming year, the program will actively advocate for priority registration for international students.
- The Program Coordinator will research best practices and develop a proposal for priority registration.
- The Program Coordinator will present the proposal to committees that determine which student populations receive priority registration status.

**D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

**E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)**

**Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)**

N/A

**F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?** YES ☐ NO ☐

**If yes, please explain.**

ISP requests an increase or augmentation of our current budget to develop additional marketing materials, fund recruitment strategies and provide continuing education through Conference attendance, professional memberships and a subscription to the NAFSA Advisor's Manual.

**Part Three: SLO/SAO Continuous Improvement Process**

**A. SLO Planning through AY 2016-17**

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments

   - changing service hours

   - changing modes of service delivery

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100% of students continuing at Las Positas College in the Fall 2015 term completed matriculation components necessary for the earliest possible registration date, however, many students continue to be unable to register in high-demand courses and in appropriate courses for their major. This demonstrates priority registration is necessary for international students to enable these students to move through the academic pipeline as quickly as possible.

SAO #2 assessments will continue to be incorporated into the 3-Day New Student Orientation to ensure students understand immigration regulations and take responsibility for maintaining their F-1 status.

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2. Have your assessment results shown a need for new/revised SLO/SAOs?    YES ☐      NO ☐

   If yes, complete the table below:

| | |
|---|---|
| **Estimated number of courses for which SLOs will be written or revised:** | |
| **Estimated number of SAOs that will be written or revised:** | 1 new SAO to assess effectiveness of GAP program. (This is not due to assessment results, but due to implementation of the GAP program). |

a. What courses or SAOs will your program assess during this academic year (2015-16)?

SAO #1—After completing the ISP Orientation, new students will understand and identify services provided by the International Student Office and through other resources available on the LPC Campus.
SAO #2—Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 status.
SAO #3—Students will complete matriculation components to ensure earliest possible registration date.

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

| Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs) | |
| --- | --- |
| **Fall 2015** | N/A |
| **Spring 2016** | N/A |